



Nidderdale High School
PROSPECTUS 2016





Welcome

Nidderdale High School is a thriving and unique 11–16 comprehensive school set in the rural location of Pateley Bridge, an area of outstanding natural beauty.

The ethos of our school is a clear one: to enable our students to thrive and progress, our motto being 'Achievement for All'. At Nidderdale High School, every child really does matter and we work hard to ensure that all is done in our students' best interests – whether that be providing a curriculum matched to their abilities and interests, or ensuring their progression to the most appropriate pathway after they finish their qualifications. We pride ourselves on providing a nurturing environment that also challenges students to achieve the highest academic standards.

We provide a positive, supportive and well-disciplined environment which

enables all students to fulfil their potential and achieve success in all aspects of school life. We want our students to leave with the skills to adapt, flourish and make the most of every opportunity regardless of the challenges they face in an ever-changing world. As a small school we have outstanding facilities and small class sizes which ensure that each young person is known and treated as an individual. We are fully committed to the highest possible standards of care and guidance, and the progress our school community makes shows that this is very effective.

Ofsted recognises the school as being a 'good school and good in all areas',

confirming something we already know. While such affirmation is important, it is the students' own attitudes alongside the high quality teaching provided by our staff that leads to them doing so well. We also know that to achieve our aims, strong partnerships and effective collaboration are essential. A strong and effective partnership with parents underpins the work we do in school to support our students and we look forward to working with you to achieve this. We are pleased to welcome visitors to our school. If you would like to arrange a visit, please contact the school.

Chris Rowbottom
Consultant Headteacher

Kath Jordan and Siân Dover
Joint Heads of School



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Values and expectations

Our Core Principles

- We believe that all students have unique and different needs, talents, strengths and aspirations and all young people should be challenged to achieve beyond their expectations.
- We believe all our students are capable of developing the skills and self-confidence required to become better learners.
- We believe that at the heart of our school should be the idea that education is done 'with and by' our students rather than 'to or for' our students.
- We believe the purpose of education is preparing our students for the future.
- We believe that learning needs to happen in a variety of learning spaces (in and out of school) with different teaching styles and through the supportive use of technology.
- We believe that education should be personalised to ensure success for all.
- We believe we need to utilise the support and expertise of the whole community to provide the

best education for our children.

- We are committed to continually reviewing our practice and facilities in order for it to be a place that everyone enjoys coming to.
- We place a commitment to high quality teaching and continued professional development at the heart of our school.

Expectations of students

- Consistently work hard to achieve your potential.
- Come to school every day, on time and properly equipped for learning.
- Follow the school rules – excellent behaviour to and from school as well as in and out of class.
- Meet homework deadlines.
- Have respect for other students and staff.
- Treat the school premises, resources and equipment with respect.
- Participate in and contribute to the wider life of the school.
- Wear the uniform proudly

and correctly in school as well as to and from school.

- Stay safe and help keep others safe.
- Talk with parents and teachers about any concerns in school.
- Use technology responsibly to support learning.

Expectations of Parents/ carers

- Take an active interest in all aspects of your child's school life.
- Actively encourage learning at home and at school.
- Support the school rules and policies – particularly in terms of behaviour, uniform and homework.
- Ensure your child comes to school every day, on time, ready and equipped for learning.
- Approach the school early with concerns and work with staff to resolve them.
- Support the school through attendance at Consultation Evenings and participation in school events.



Curriculum

The curriculum we offer is broad and balanced and offers students the opportunity to discover new talents or interests and develop their skills and existing knowledge. This allows students to make informed and well guided choices as they specialise and narrow the breadth of their curriculum as they enter Key Stage 4 and study for their GCSEs.

During Key Stage 3, students follow the National Curriculum over a two week timetable covering the core subjects of Maths, English, Science, French, German (from Year 8 for more able) and traditional Humanities. Breadth and variety is added by the offer of practical and creative subjects which will unearth new talents and develop new skills. These subjects include Art, Drama, Music, ICT and Computing, Design Technology (Resistant Materials, Food and Textiles). Personal Health is also addressed through Physical Education and Personal Social Health and Citizenship Education.

In Key Stage 4 students continue to study English Language and Literature, Maths, Science (Combined or Separate), Religious Education, Physical Education,

and Information Technology and Computing. They can then specialise through the options process supported through specialist academic and careers advice to ensure students and parents are fully informed regarding the important choices they make.

Students follow one of three pathways for GCSE option choices:

Progression Pathway which requires students to take the subjects included in the English Baccalaureate (GCSE French/German and History or Geography) together with two other options.

Main Pathway which requires students to take either GCSE Geography or History. Students may also choose to study all subjects in the English Baccalaureate up to a total of four option subjects.

Personalised Pathway students may study a reduced number of option subjects in order to access further support with the core subjects. Some students may spend some time completing the ASDAN award.

Some students may extend their learning by attending one of our partner schools or specialist providers e.g. Applied Art GCSE at a local studio and gallery or Outdoor Education at Bewerley Park.

“Achievement for all”

Extra-curricular activities and trips

The Extra-curricular and enrichment offer at Nidderdale High School is vitally important and integral to our core principles of ensuring students benefit from experiences beyond their local community.

Students will have the opportunity to take part in a wide range of trips both in the UK and Europe as well as many local creative and sporting activities.

We currently run trips to:

- Bewerley Park Centre for Year 7
- France for Year 8.
- World War One battlefields (Belgium and France) for Year 9.
- Poland (Auschwitz)/ or Berlin for Year 10.
- London for Year 11.

We also support a community arts bus which enables students and members of the community to visit a wide range of cultural destinations and events throughout the North of England.

Learning is enhanced by fieldwork, visits to museums, art galleries and the theatre and sports fixtures. The school also runs the Duke of Edinburgh Award for students in Years 9 and 10 and all students get the opportunity to go to Bewerley Park Outdoor Education Centre for a week in Year 7.

Our sports and leisure facilities are excellent and many students enjoy the benefit of using the fitness gymnasium or 20 metre swimming pool either before or after school or at lunchtime.

We also compete in many sports including football, netball, hockey, basketball, rugby, rounders, cricket, athletics and cross-country against other local schools. Our more able students often play for the year above them as well as their own year group which benefits both the school and extends the students' physical development. As a small school we often gain significant sporting victories against larger schools with more students to choose from, due to our 'can do' attitude and ethos.



Independent learning and homework

The purpose of any Independent Study is:

- To encourage students to develop the skills needed for independent learning to consolidate, reinforce and broaden the skills, knowledge and understanding developed in the classroom.
- To enable students to meet the demands of GCSE coursework assignments and Controlled Assessment.
- To form part of a revision programme in preparation for school and public examinations.
- To sustain the involvement of parents and carers in

students' learning and keep them informed about the work students are doing.

Key Stage 3

Students will be set weekly tasks in English, Maths, MFL and Science (this may be split into Biology, Chemistry and Physics by Year 9). In other subjects students are set Extended Learning Projects (ELPs) for homework. These are substantial pieces of work that students complete over a longer period of time. Extended Learning Projects are designed to develop skills such as creativity, enquiry, self-

management and teamwork, as well as subject knowledge. Students will be expected to spend their relevant subject homework time each week during the Extended Learning Project cycle to complete this work.

Key Stage 4

Students following GCSE (or equivalent) courses will have a programme of independent study which should form the basis of their revision for public examinations in Year 10 and Year 11. Each subject will publish the weekly topics / tasks to be covered at the beginning of each half term

to enable students and their parents to plan their workload and raise any queries relating to the work to be undertaken. This work may include the following:

- Use of web based revision tools.
- Use of revision specific websites.
- Preparation for Controlled Assessment.
- Past paper questions.
- Production of revision notes.
- Learning for class tests.



Behaviour, rewards and consequences

We place great emphasis on students being obedient, polite and courteous to staff, visitors and each other.

There is a system of positive rewards and incentives to encourage appropriate behaviour and respecting everyone's right to learn. Through the 'Classcharts' system students are awarded points in and out of lessons for: attitude to learning, contribution in class, progress, homework and kindness. These points contribute to a certificate system supported by other more tangible rewards. Achievement is also recognised through assemblies, letters home, reward breakfasts and more formal award events.

We have a clear disciplinary system so that all students are aware of the consequences of behaviour which is deemed unacceptable. Using the

same 'Classcharts' system, students will be given negative points for issues relating to uniform, off-task behaviour and other behaviour issues in or out of class. These points will lead to sanctions being imposed.

Parents are able to log in to the 'Classcharts' system to review their child's behaviour record at school.

We are committed to providing a caring, friendly and safe environment for all members of the school so they can work in a relaxed and secure atmosphere. It is acknowledged that the prevention of bullying is everyone's responsibility – staff, governors, parents and students. Bullying of any kind is unacceptable and any incidents reported or identified are dealt with promptly and monitored closely to ensure they do not re-occur.



Attendance

Nidderdale High School aims to work together with parents and carers in order to ensure that all students have high levels of attendance and punctuality. This enables students to take full advantage of the educational opportunities available to them and understand the clear link between attendance, attainment and student well-being.

Students are expected to attain a minimum of 95.5% annual attendance in line with the national expectation. We regularly reward students in a variety of ways for their commitment to attending school each day.

For all absences including illness, parents should telephone the school office, or write to the Form Tutor, either before the absence, on the first day of absence or, if that is not possible, immediately on return to school. We operate a first day call system and we will telephone you if we have not heard why your child is absent.

The school is unable to grant any leave of absence during term time unless there are exceptional circumstances.

“Staff and students are happy here; relationships between staff and students and between students themselves are very strong.” Red Kite Peer Review 2016

Care support and guidance

Students are supported to achieve the highest standards in all aspects of school life.

Pastoral Support

Pastoral Care is led by Pastoral Officers who provide support for any worries or concerns students may have. The Pastoral Team provide full-time support for students through drop-in sessions, support in lessons, anger management and self-management, contact with home and with other agencies if required.

Students are organised into form groups and have daily contact with their tutor who will check issues raised through classcharts, monitor academic progress and serve as the first point of contact with home. Tutors also monitor attendance and punctuality and check planners and uniform on a daily basis.

Academic Support

Students experiencing difficulties with academic work may be given additional 1:1 or small group tuition in the Learning Support Centre. Some students access the Flexible Learning Zone for targeted support or supervised private study. Students who have been absent from

school for an extended period of time due to illness or other circumstance, may return back to full time schooling via the Flexible Learning Zone.

Mentoring

All students in Year 11 have a named member of staff who will act as their mentor throughout the year. They will meet to review progress, support revision plans and act as a point of contact for the student or their parents during the exam period. Younger students are often mentored by students in Key Stage 4. Students who join the school part way through an academic year have a "buddy" to help them settle in.

Information, Advice and Guidance

Students in all year groups take part in careers and enterprise education activities. From Year 9 onwards students are able to access impartial information, advice and guidance relating to specific careers and post-16 choices. The school employs a fully qualified Careers Adviser who works with students on a 1:1, small group and year group basis.



“Students are effective participants and reflective learners; they are engaged in learning and highly motivated.” Red Kite Peer Review 2016

Special educational needs

We aim to give all our students access to the full broad and balanced curriculum and to all our extra-curricular opportunities whatever their learning, behavioural or physical difficulties may be.

We ensure that every student who has Special Educational Needs is assessed and appropriate provision put in place. We regularly review individual needs and progress in full partnership with parents, students and any professional support staff.

Our aim is for all our students with Special Educational Needs or specific learning requirements to make excellent progress with a little extra help and support.

We provide some students with extra literacy and/or numeracy lessons which may take a child from a class for a short period as necessary; sometimes this lasts only a few weeks but this targeted catch up work is crucial to ensuring that students make progress.

There is also a homework club run by the Learning Support staff where students can get help and support with their work at lunch time.

All students have a provision map in school which is updated regularly and accessed by teaching staff. The SENCO ensures that regular contact is made with parents to build positive partnerships and support learning.

Transition. If a child has a Statement of Special Educational Needs at Primary School we will work in partnership with the Primary School, to create a transition plan which includes extended visits to the school. We will also contact any specialist support professionals who have been involved, and may get in touch with parents at that stage. All this is done so that the right arrangements are in place before the child starts school in September.

The school day

Children are welcome on to the site from 8.25am when a Breakfast Club is available.

08.25–08.50	Breakfast Club, Learning Support Centre and Library open
08.48 Warning Bell	Students are expected in registration at 8.50, not any later
08.50–09.10	Tutorial/Intervention/Assemblies
09.10–10.10	Lesson 1
10.10–11.10	Lesson 2
11.10–11.30	Break
11.30–12.30	Lesson 3
12.30–13.15	Lunchtime
13.15–14.15	Lesson 4
14.15–15.15	Lesson 5
15.15–15.25	Close and buses depart
15.25–16.30	Learning Support Centre and Library open

House system

We have three Houses named after the Yorkshire Dales three peaks: Ingleborough, Wharfedale and Pen-y-ghent and all students and staff are allocated to a House when they join the school.

The school sports teams are served by a vibrant, colourful and high profile House system which is well supported by all students and staff. Held on a rolling lunchtime programme, events bring together competition, team work and respect for each other. The participation rates and atmosphere at these events are superb and a range of traditional team sports and other sports such as

badminton, volleyball and squash are played.

Competitions are not just limited to sport – students are also encouraged to take part in literacy, spelling and reading competitions in tutor time too. All achievements are awarded house points which feed into the Classcharts reward system. The cumulative points provide an overall winner after the biggest event of the year; the summer sports day. This day boasts a wonderful carnival atmosphere and includes a traditional tug of war on our sports field and athletics track which enjoys arguably the best setting and views of any school field in the country.



Personal, social, health and citizenship education (PSHCE)

A full range of PSHCE topics are covered through the curriculum in Key Stage 3 and 4. This may include issues relating to sexual health and physical development in Science, personal health and fitness in PE and citizenship and ethics in RE. In addition to this, students access PSHCE in the following ways:

PSHCE lessons
In Years 7, 8 and 9 students have a taught PSHCE lesson once every fortnight.

Issue Focus
Students are encouraged to consider their own response to issues affecting their school, their community and the wider world. Through the daily tutorial programme, students discuss a range of issues relating to news and current affairs or school and community issues. The issue focus may also be related to the assembly theme for the week and links into our Student Voice meetings.

PSHCE enrichment days
Our curriculum is supported by six Nidderdale Individual Curriculum Enrichment (NICE) days a year. Students take part in workshops and activities that develop their social, moral, spiritual and cultural understanding as well as developing tolerance, resilience and independence. Students have the opportunity to learn more about important PSHCE topics through these curriculum enrichment days which cover topics such as

E-safety, risky behaviours (including drugs, alcohol and sexual health), friendships, mental health, self-management and study skills. Students have the opportunity to take part in workshops and listen to presentations delivered by school staff and a range of guest speakers.

Assessment and reports to parents

Students' work is assessed using a variety of methods including: written feedback, verbal feedback, peer and self-assessment and marked tests. Students will receive quality feedback including targets for improvement at least once each half term. In this feedback students will be given a clear indication of the band or grade they are working at. Assessment information is used to monitor progress and to plan additional support or increased challenge for students who may require this.

All students are set targets based on their attainment at

the end of Key Stage 2. In Year 7 and 8 students will be set targets within 4 bands of attainment for their year group:

- working towards the expected standard;
- working at the expected standard;
- working above the expected standard;
- working at an exceptional standard.

From Year 9 onwards GCSE grade targets are set in most subjects.

Current "working at" bands or grades are reported to parents at least four times

each year. Progress is measured by comparing "working at" bands or forecast grades to individual targets. One report each year also includes a Form Tutor comment.

Parents are invited to discuss their child's progress with subject teachers and senior staff at the Year Group Parents' Consultation Evening. Parents may contact school at any point in the year to request further progress information or to meet with staff to discuss any concerns.

"Staff have in-depth knowledge of the students." Red Kite Peer Review 2016



Admissions

Nidderdale High School and Community College is a Local Authority comprehensive school, which provides places for children aged 11–16 in the Nidderdale catchment area and beyond. The admissions process is managed by the Local Authority (North Yorkshire County Council). Further information about the process and deadlines can

be found at www.northyorks.gov.uk

The school is able to take in-year admissions but this process is still managed by the local authority. Please contact the school to arrange a visit and have a full tour of our facilities and experience the positive working atmosphere.

Governance and partnerships

The Governing Body

The Governing Body exists to help the school provide the best possible education for students. It does this by:

- setting the school's values, vision and strategic aims, agreeing plans and policies
- ensuring resources are used effectively
- monitoring and evaluating performance
- ensuring that the school is accountable to the students it serves, the staff, the local community and those who fund it
- acting as a critical friend to the Head and providing support and challenge

The school is also part of several exciting partnerships and alliances.

Red Kite Alliance

The school is part of the Red Kite Alliance, which is a partnership of secondary schools together, with primary schools and a special school, who work together as a collaborative to help each other develop and improve. Harrogate Grammar School takes a lead role in the alliance as a National Teaching School but the strength of the alliance lies in the partnership as a whole.

The Alliance crosses all phases of education and its members range from inner city to rural contexts but all have the common aim of working together to share skills, experience, talent and capacity to improve the outcomes of students in their schools.

Secondary schools in the Alliance include Benton Park, Crawshaw Academy, Harrogate Grammar, Horsforth, Ilkley Grammar, Malton, Prince Henry's Grammar, Ralph Thoresby, Rossett, Roundhay and South Craven School.

The school benefits from membership of the Alliance through joint training for staff, shared staffing, enhanced Leadership capacity and additional opportunities for our students.

The Dale Teaching Alliance

We are also the secondary school partner for The Dale Teaching School Alliance, which is made up of a group of Nidderdale primary schools.

Our role in this alliance enables us to continue to enhance our transition work.

Most importantly it ensures that education in the Dale is able to meet the needs of all young people regardless of their stage of education, academic abilities or particular interests.



Transport

The majority of our students catch a bus to school. If you live in the catchment area or if Nidderdale is geographically your nearest school even though you live outside the catchment area, you are likely to qualify for free transport.

You should contact the local authority Transport team directly by telephone 01609 533693, by email schooltransport@northyorks.gov.uk or by visiting the website <http://www.northyorks.gov.uk/article/23550/School---transport>

All other students are transported to school by bus, coach or mini-bus for which a daily charge applies. The school is committed to providing subsidised transport for students who live outside the catchment area. This means that fares are currently capped at £2 return or £380 per year and routes can be adapted on an annual basis depending upon the home addresses of our students.

“Strength in Partnerships”

Uniform

All students are required to wear full school uniform. We take great pride in our school reputation in the community and ask that students wear their uniform smartly to enhance this reputation. The uniform is intended to:

- Give students a real pride in their appearance and their school;
- Train students in presenting themselves as smartly as possible;
- Enable students to dress well, irrespective of their home economic circumstances;
- Provide practical, hardwearing and comfortable clothing for school.

The uniform comprises the following:

- A school blazer (available from Stockists only)
- black tailored trousers (girls or boys)
- black tailored **knee-length** skirt
- white shirt – with a top button fastened
- school tie – clip on variety only (available from Stockists only)
- plain black socks, or grey, black or natural tights
- black low-heeled shoes (not trainers, boots, or canvas pumps)
- apron or overall for Art, Science and Resistant

Materials (available from Stockists only)

PE Uniform

PE kit must be clearly marked with the student's name and brought to school for PE lessons in a suitable bag. Footwear for use in the Sports Hall must not have black soles as they mark the floor. It is worthwhile to have two pairs of sports shoes – a strong outdoor pair and a softer indoor pair. Shin pads for use in football, rugby and hockey, and a gum shield are strongly recommended.

Girls

- Maroon Panelled Polo top (available from Stockists only)
- Black PE shorts or Black Skort (available from Stockists only)
- Black knee-length socks
- White ankle socks
- Training shoes or plimsolls

Boys

- Maroon Panelled Polo top (available from Stockists only)
- Black PE shorts (available from Stockists only)
- Black knee length socks
- Training shoes or plimsolls
- Maroon Panelled Ruby top (available from Stockists only)
- Rugby/football boots



Optional Items

The following items are only available from Stockists. None of these items may be worn in place of the blazer.

- School Fleece (for outdoor use)
- School hoodies (for outdoor use/PE)
- Black V-necked jumper with school logo
- Black cardigan with school logo
- Black tracksuit for Sport use with school logo

Students should arrive and leave school in a suitable coat or the school fleece/school hoodie. These must not be worn indoors at any time.

Parental Involvement – PTFA

Close involvement of parents is central to the philosophy of this School. All parents are members of the Nidderdale High School Parent, Teacher and Friends of the School Association (PTFA). The objectives of this Association are to:

- develop extended relationships between the staff, parents and others

associated with the School;

- engage in activities which support the School and advance the education of the students attending it;
- provide and assist in the provision of the facilities for education at the School, (not normally provided by the Local Authority).

Meetings are held on a half termly basis and all parents are invited to attend. More information is available on the school website <http://nidderdale.n-yorks.sch.uk/parents-teachers-and-friends-association-ptfa>





NIDDERDALE HIGH SCHOOL

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